



Early Learning Partnership 2013 Key Accomplishments and 2014 Priority Strategies Early Learning Plan

Dear early learning community,

We are already in the third year of implementing our state's 10-year Early Learning Plan! It is astonishing to think about all that that we've done together during that time to building a world-class early learning system in Washington.

More than 1,800 early learning programs have voluntarily joined Early Achievers, our state's quality rating and improvement system (Early Learning Plan strategy #24), over the past year. State-funded full-day kindergarten reaches more than 43 percent of the state's incoming kindergartners (strategy #29). More than 1,700 new families now get home visiting services (strategy #5). And these are just a few examples of how some of the services and programs laid out in the 36 Early Learning Plan strategies are helping more communities and families give our state's youngest children a great start in school and life.

So why are we having such success in implementing the Early Learning Plan? First and foremost, the early learning community has said with a strong, collective voice that early learning is the single most important investment our state can make in our future. Legislators and Gov. Jay Inslee are listening and responding with more resources to get the job done for our youngest learners.

As we do every year, the Department of Early Learning, Office of Superintendent of Public Instruction and Thrive by Five Washington—the members of the Early Learning Partnership—choose key Early Learning Plan strategies on which to focus. We base these decisions on whether all the pieces are lined up to move a specific strategy forward: Do we have the funding and human resources? Is there political will to make tough policy decisions?

For 2014, our partnership priority strategies are:

- Optimize existing nutrition in pregnancy and early childhood services and program
- Build a continuum of infants and toddlers services and programs
- Make home visiting available to at-risk families
- Ensure universal developmental screening
- Increase use of early literacy services and programs
- Expand early numeracy programs
- Expand and enhance ECEAP
- Deepen parenting, caregiver and early learning professional knowledge and learning opportunities
- Implement comprehensive professional development and compensation system
- Implement quality rating and improvement system
- Align prekindergarten and K-3 instructional and programmatic practices
- Implement kindergarten readiness assessment
- Continue implementation of phased-in full-day kindergarten
- Build statewide infrastructure for partnerships and mobilization
- Strengthen public awareness and commitment
- Expand P-20 longitudinal data system

A few of these priorities are new. A number have particular urgency because we have must meet federal or state deadlines and deliverables, and we will need new or renewed revenue to sustain gains made in these priorities once the Race to the Top-Early Learning Challenge grant and the Maternal, Infant, Early Childhood Home Visiting grant end. All of the priorities, however, are important components of a high-quality early learning system that serves all children—particularly those most at-risk of starting school not ready to succeed.

Finally, in 2014, we will welcome the Department of Health to the Partnership. We know that health—physical and mental—is an essential component of our early learning system, and we are excited to have them at the table!

Read on to learn more about what we accomplished in 2013, what's ahead in 2014, and how you can help.

Bette Hyde
DEL Director

Randy Dorn
Superintendent of Public Instruction

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Thrive by Five Washington

2014 Early Learning Partnership priority strategies

Ready and Successful Children	<ul style="list-style-type: none"> • Optimize existing nutrition in pregnancy and early childhood services and programs (Early Learning Plan Strategy #1) • Build a continuum of infants and toddlers services and programs (Early Learning Plan Strategy #4) • Make home visiting available to at-risk families (Early Learning Plan Strategy #5) • Ensure developmental screening (Early Learning Plan Strategy #6) • Increase use of early literacy services and programs (Early Learning Plan Strategy #10) • Expand early numeracy programs (Early Learning Plan Strategy #11) • Expand and enhance ECEAP (Early Learning Plan Strategy #12)
Ready and Successful Parents, Families and Caregivers	<ul style="list-style-type: none"> • Deepen parenting, caregiver and early learning professional knowledge and learning opportunities (Early Learning Plan Strategies #14, 15 and 16)
Ready and Successful Early Learning Professionals	<ul style="list-style-type: none"> • Implement comprehensive professional development and compensation system (Early Learning Plan Strategy #23) • Implement quality rating and improvement system (Early Learning Plan Strategy #24)
Ready and Successful Schools	<ul style="list-style-type: none"> • Align prekindergarten and K-3 instructional and programmatic practices (Early Learning Plan Strategy #27) • Implement kindergarten readiness assessment (Early Learning Plan Strategy #28) • Continue implementation of phased-in full-day kindergarten (Early Learning Plan Strategy #29)
Ready and Successful Systems and Communities	<ul style="list-style-type: none"> • Build statewide infrastructure for partnerships and mobilization (Early Learning Plan Strategy #34) • Strengthen public awareness and commitment (Early Learning Plan Strategy #35) • Expand P-20 longitudinal data system (Early Learning Plan Strategy #36)

Optimize existing nutrition in pregnancy and early childhood services and programs

Partnership lead: Department of Health, Department of Early Learning (DEL)

Strategy: Increase breastfeeding, access to healthy food and food security, through information and support so that children have optimal nutrition.

Why it matters: Healthy, well-nourished children are prepared to learn and able to take advantage of educational opportunities.

Our actions for 2014
<ul style="list-style-type: none"> • Support Gov. Jay Inslee's Healthiest Next Generation proposal during the legislative session. • Continue collaborative planning effort to create healthy communities state plan.

Build a continuum of infants and toddlers services and programs

Partnership lead: DEL and Thrive by Five Washington (Thrive)

Strategy: Build, align and integrate a continuum of comprehensive services to promote the healthy development of infants and toddlers, beginning with the most vulnerable, and supports for families and caregivers.

Why it matters: Research shows that the preparation gap is measurable and apparent by the time a child is 9 months old. Earlier and more intensive supports to infants, toddlers and their caregivers lead to greater positive outcomes for children and families.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none"> • Supported 10 Infant/Toddler Regional Steering Committees in developing their models for delivering child care consultation services to providers serving infants and toddlers in more vulnerable situations. • Provided technical assistance opportunities for Infant/Toddler regions throughout the year. • Partnered with other quality improvement strategies and early learning initiatives to coordinate and connect efforts. • Continued to deliver consultation services to licensed providers who care for infants and toddlers. • Collected output measures and produced reports that illustrate the Infant/Toddler consultation work across regions and statewide. • Conducted an in-depth evaluation and report of findings on the first year of implementing child care consultation services for providers serving infants and toddlers. 	<ul style="list-style-type: none"> • Continue to build individual region capacity for using data to inform decision-making and strategy. • Provide statewide strategic learning opportunities that support regions in monitoring program performance, identifying trends and additional research questions, and evaluating outcomes. • Integrate infant/toddler child care consultation with Early Achievers. • Deliver a minimum of five consultation hours per caregiver/teacher enrolled in this quality improvement support as outlined in each Infant/Toddler region's service model. • Continue collection of output and outcome measures • Draft, release for public comment, and finalize Early Support for Infants and Toddlers (ESIT) rules that clarify DEL's role as state lead agency for the Individuals with Disabilities Education Act (IDEA) Part C, and that reflect federally approved policies and procedures. • Explore potential statutory revisions to provide clarification regarding school district participation in ESIT. • Continue planning work with Health Care Authority for a statewide Medicaid program for early intervention.

Make home visiting available to at-risk families

Partnership lead: Thrive and DEL

Strategy: Make evidence-based and promising prenatal and child (birth to 5 years) home visitation services more widely available to at-risk families and caregivers.

Why it matters: Home visiting is a voluntary early childhood strategy that can enhance parenting, and promote the optimal growth and development of young children by buffering the effects of risk factors and stress in the family.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none">Supported 43 grantees to implement six home visiting programs—and serve as many as 1,750 families—by providing centralized technical assistance with model-specific support.Implemented a strong governance system for home visiting and began to engage in home visiting systems building as outlined in the state home visiting plan.Completed two home visiting system planning and development strategies including:<ul style="list-style-type: none">Placed-Based: Partnered with four rural counties to plan for implementing home visitingPopulation-Based: Partnered with American Indian Health Commission to assess current and possible home visiting for Tribal communities.	<ul style="list-style-type: none">Fund a total of 51 grants/contracts to serve nearly 2,000 families statewide, and work toward alignment of outcomes across all Home Visiting Services Account (HVSA) braided funding streams to tell the story of home visiting around Washington.Continue to build centralized technical assistance and support for home visiting programs.Develop deeper understanding of barriers and successes in serving the most vulnerable children through home visiting. Develop technical assistance that uses framework of racial equity specific to home visiting.Continue to work on systems-building goals as outlined in the state home visiting plan, including increased focus on finance and sustainability and public engagement.Continue convening key planning and development partners and use lessons learned in the place- and population based development to implement home visiting programs specific to communities and populations.



Ensure developmental screening

Partnership lead: DOH and DEL

Strategy: Make available universal development and social-emotional/mental health screening (UDS) and referral for children, birth through third grade.

Why it matters: Standardized developmental screening tools are needed to identify children with potential delays. Early intervention can support optimal early childhood development, and in many cases help prevent or reduce the need for later special education services.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none"> DOH was awarded the federal Early Childhood Comprehensive Systems (ECCS) grant from HRSA (Early Childhood Comprehensive Systems: Building Health Through Integration). It is a 3-year grant that focuses on UDS. Priority is on ages 0-3, linking early learning and health, training, and working with multiple partners to build a state-wide system for UDS. Developmental screening identified as one of the significant near term investments in the Birth to Three recommendations to the Legislature The Legislature authorized the Health Care Authority to add a billing code for developmental screening in 2014 as a reimbursable service for primary health care providers. Primary care providers will be able to bill Medicaid for reimbursement for developmental screening, using a valid tool. The Health Care Authority, Department of Health and the Managed Care Organizations have been developing training for the health care providers on implementing (including billing and referral) developmental screening in their practices. Beginning in 2013, local health jurisdictions required to use part of their Maternal Child Health block grant funds for ACES or developmental screening work in their communities. 21 of 35 LHJ's choose UDS. Continued implementation as an affiliate state for Help Me Grow through providing a state-wide free family access to screening, resources, and referral - includes a website, toll free phone number and on-line or paper screening The Department of Health launched a multi-agency process to build a business case for a shared data system to include developmental screening. 	<ul style="list-style-type: none"> Implementation of the Early Childhood Comprehensive Systems grant, with a primary focus on: <ul style="list-style-type: none"> Operationalizing developmental screening as a component of quality within Early Achievers. Develop training and communication activities for child care providers to support a process of developmental screening and referral for children in their care. Expanded opportunities to provide training on developmental screening to a broad audience of early care and education professionals. Continue to provide training and technical assistance to medical providers and Local Health Jurisdictions (LHJs) on developmental screening Continue statewide Help Me Grow implementation Continue multi-agency process to identify a mechanism where non-standardized but validated data concerning periodic developmental screening performed on children from birth to six years of age can be entered and shared between health care providers, educational providers, parents/guardians, state and community organizations serving families.

Increase use of early literacy services and programs

Partnership lead: Office of Superintendent of Public Instruction (OSPI)

Strategy: Increase use of research-based early literacy programs and practices by parents, families, caregivers and early learning professionals.

Why it matters: Early language development and literacy skills are critical to future success in school.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none">Created information about the connections between the English Language Arts Common Core State Standards and the Teaching Strategies GOLD Assessment in WaKIDS.Expanded the Washington Reading Corps (WRC) in early learning sites. This includes tutoring in reading, community outreach, and building a literacy volunteer base.Convened professional development providers from Child Care Aware, Thrive, DEL, OSPI, and the ESDs to develop actions to expand English/language arts PD in the coming years.The Legislature funded K-4 literacy coordinators at each ESD. The coordinators were chosen based on their early learning experience as well as their K-4 experience.As a result of the work of teachers, principals, and many others, scores on the National Assessment of Educational Progress (NAEP) increased in reading in grade 4 and at other grade levels tested. Our increases received national recognition by the Secretary of Education.Legislature continued funding for DEL to contract with Reach Out and Read, Washington's evidence-based parent engagement and early literacy program. Reach Out and Read reached 1,263 medical providers in 146 medical practices in 31 counties.	<ul style="list-style-type: none">The Washington Reading Corps will deliver literacy tutoring training for Reading Corps members and community volunteers.In partnership with the Washington State Library, school librarians, and many public libraries, we will launch a communications outreach to support parent and provider access to library systems to improve literacy activities for children.The K-4 Literacy Coordinators will offer blended training and assistance to Early Learning providers and K-4 teachers in their regions.Specific training for will be launched regionally in spring 2014 around the Comprehensive Literacy Plan, which was collaboratively authored by Early Learning and K-12 literacy experts.Continue to support Reach Out and Read as a key parent engagement and early learning strategy. Develop multi-year strategy with Reach Out and Read focused on addressing opportunity gap through a statewide system of high-quality, sustainable programs.



Expand early numeracy programs

Partnership lead: OSPI

Strategy: Promote early numeracy programs/practices birth through 3rd grade by families, caregivers and early learning professionals.

Why it matters: It is important to reach families and early learning professionals so they understand and are able to support children's early mathematics and numeracy development.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none">Reviewed mathematics items being measured in WaKIDS relative to the Common Core Standards. Changed several items assessed in TS GOLD and made recommendations to Teaching Strategies regarding additional changes needed.Convened professional development providers from Child Care Aware, Thrive, DEL, OSPI, and educational service districts to develop actions to expand mathematics PD in the coming years.Worked with early learning providers and K-3 teachers to help them understand the mathematical content in the Common Core State Standards and to implement research-based instructional strategies to assist students.Worked with Professional Educator Standards Board to identify competencies and develop an Elementary Mathematics Specialty Endorsement.As a result of the work of teachers, principals, and many others, scores on the National Assessment of Educational Progress (NAEP) increased in mathematics in grade 4 and at other grade levels tested. Our increases received national recognition by the Secretary of Education.	<ul style="list-style-type: none">Develop and implement additional cross-sector professional development opportunities in mathematics in at least four regions, delivered by our Educational Service Districts, Child Care Aware, OSPI, DEL and statewide and local community-based organizations. The PD needs to stress the importance of mathematics and provide supports for formal and informal (e.g., Family) instruction.Expand on the work that has been completed to build-out mathematics trajectories PreK-3rd and build connections and alignment between PreK and K-3 mathematics instruction.Create visibility for the new Elementary Mathematics Specialty endorsement and encourage the creation of mathematics pathways for obtaining it.

Expand and enhance ECEAP

Partnership lead: DEL

Strategy: Reduce the preparation gap by expanding high-quality, culturally competent comprehensive ECEAP education, health coordination and family support services to cover all low-income and at-risk 3- and 4-year-olds not served by Head Start.

Why it matters: Many children arrive at school without the social, academic and physical skills important for school success, with higher percentages of low-income and at-risk children starting behind their peers.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none">• Implemented Teaching Strategies GOLD for all ECEAP classes. GOLD is the same whole-child assessment used in WaKIDS and is aligned with Early Achievers.• Expanded ECEAP by 350 slots in communities with state-funded full-day kindergarten, reaching our most vulnerable children and families.• Submitted ECEAP expansion plan to Legislature, detailing efforts to fund and expand ECEAP as a statutory entitlement program by school year 2018-19 per law.• Completed 10 onsite, comprehensive ECEAP program reviews.	<ul style="list-style-type: none">• Conduct training and technical assistance with ECEAP contractors in assessment practices and use of GOLD® data to inform instruction.• Conduct a proposal process to add an additional 1,350 ECEAP slots with new and existing ECEAP contractors. DEL will focus on: adding slots in underserved communities; enhancing the mixed-delivery system with new contractors and subcontractors; and promoting innovation in new ECEAP slots.• Review and update ECEAP program performance standards. Align standards with Early Achievers, WaKIDS and other early learning system strategies.• All ECEAP contractors will participate in Early Achievers.• DEL will ensure a four-year program review cycle. Revise program review practices to include data from ECEAP Early Achievers ratings, eliminate redundancies and streamline timelines to increase efficiencies.

Deepen parenting, caregiver and early learning professional knowledge and learning opportunities

Partnership lead: Thrive

Strategy: Provide culturally relevant messages, learning opportunities and peer supports that provide child development and parenting guidance in diverse and parent-friendly venues, especially as it relates to social emotional development and a strong caregiver/child bond.

Why it matters: Parents are their children's first and most important teachers. Many parents feel they don't have the information, skills and support to feel confident in this role so they can give their children the best start in life. Parents and caregivers need access to information and learning opportunities—including in their own language—to pursue learning about child development and optimal parenting.

What we did in 2013	Our actions for 2014
<p>Continued the work of the "Love. Talk. Play." campaign, which focuses on families with children birth to age 3:</p> <ul style="list-style-type: none"> Funded the 10 Early Learning Regional Coalitions to focus on engaging communities of families that don't have access to good parenting information and support Concentrated on engaging pregnant and parenting teens through state and local programs and working with teens to find new and better ways to reach them Incorporated an even stronger racial equity focus Worked with the Institute for Learning and Brain Sciences at the University of Washington to develop materials with the important science behind love, talk play. Conducted a springtime public awareness effort to promote the campaign's message to more parents throughout the state and highlight the work happening in the Early Learning Regional Coalitions 	<ul style="list-style-type: none"> Continue the work of the "Love. Talk. Play." campaign, which focuses on families with children birth to age 3 <ul style="list-style-type: none"> Share campaign materials with all licensed child care providers in Washington state Share the campaign through Early Achievers Continue to engage and reach pregnant and parenting teens Focus on helping partners use campaign materials to help deepen their engagement with parents Launch campaign to provide information to families about quality through Early Achievers Extend access to training materials related to one science and executive function to family, friend and neighbor care providers.



Implement comprehensive professional development and compensation system

Partnership lead: DEL

Strategy: Build a comprehensive, integrated statewide system of professional development with fair compensation to attain development.

Why it matters: The quality of early learning and care depends heavily on the education, training, compensation and stability of the work force.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none"> MERIT awards disseminated to the field in an 18-month pilot. Awards given out for participation in the registry as well as for pre-existing education accomplishments. Expanded number of colleges offering the new stackable ECE certificates and Opportunity Grants tied to Early Achievers. Developed Executive Function Learning Communities curriculum in partnership with the Center on the Developing Child at Harvard and leading executive function scientists. Offered Early Achievers Institutes in western and eastern Washington focused on the Early Achievers standards areas including CLASS, ERS, individualization and family curriculum. Convened professional development leaders and began development of relationship based professional development competencies to elevate the roles of technical assistance and coaching in the early learning system. 	<ul style="list-style-type: none"> Refine the education verification process based on initial assessment of the professional development workforce and adjust MERIT awards based on learning from the field. Develop changes in MERIT based on user feedback and ensure that the registry is a tool for professionals in the field for professional development. Publish the first state workforce data report. Implement and evaluate Executive Function Learning Communities in six areas of the state. Refine curriculum based on evaluation and expand to other areas of the state through the coach framework in Early Achievers. Finalize competencies for relationship based professional development competencies and work with higher education to start build system supports for these roles. Joint professional development for early learning professionals and kindergarten teachers on the use of observational assessment results and sharing information with parents. Create a web portal on higher education opportunities for early learning professionals in the state as a self-guided professional development guidance tool.



Implement quality rating and improvement system

Partnership lead: DEL

Strategy: Continue implementing Washington's voluntary quality rating and improvement system (QRIS) for licensed child care, so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments and parents have the information they need to choose child care.

Why it matters: High-quality early learning experiences for children support later success in school. QRIS supports improved quality, gives families better information.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none">Implemented Early Achievers in all counties in Washington. Currently reaching over 50,000 children through Early Achievers and 35% of all eligible facilities.Changed policies to align with learning in the first year of implementation including moving to a tiered coaching framework, providing more intensive pre-rating consultation, re-rating policies and public displays of ratings.Completed Reciprocity plan for Head Start and ECEAP participation in Early Achievers and opened up enrollment to all grantees/contractors.Completed a cost model on Early Achievers levels with QRIS finance expert	<ul style="list-style-type: none">Increase number of ratings and programs rated Levels 3-5 on track with RTT-ELC targets.Begin statewide Early Achievers coaching for all program types including licensed child care, ECEAP and blended programs.Leverage child care subsidy system to promote quality by implementing a tiered reimbursement and contracted slots pilot based on cost modeling and recommendations from 5595 task force to incentivize movement up the Early Achievers levels and attract higher level facilities to care for children and families receiving subsidiesImplement Training Resource Centers as a strategy to offer more comprehensive services to all programs under one system and support higher ratings.Develop a Level 2 health training for Early Achievers in partnership with Washington Dental Service Foundation, DOH and Reach Out and Read.

Align prekindergarten and K-3 instructional and programmatic practices

Partnership lead: OSPI

Strategy: Align children's prekindergarten through third-grade experiences with research-based developmentally and culturally competent instructional and programmatic practices.

Why it matters: Aligning instructional and programmatic practices across the prekindergarten through third grade continuum helps sustain gains achieved in prek through early elementary years.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none">Ready and Successful Schools Workgroup finalized recommendations to the Early Learning Partnership, which approved the recommendations in September. High priorities include leadership, cross-sector PD, and family engagement.Developed and submitted grant application to enhance family engagement Prek-3rd.Disseminated WaKIDS information to early learning providers and others regarding what is expected of entering kindergarten students.Conducted "preschool summit" in Wenatchee to explore how school districts can enhance preschool opportunities in their communities in collaboration with providers or as a district.	<ul style="list-style-type: none">Continue implementation of the Ready and Successful Schools workgroup recommendations regarding leadership, cross-sector professional development, and family engagement.Continue to partner with preschool providers and school districts to increase preschool access and quality.Conduct a statewide "preschool summit" with ESDs to explore how school districts can enhance preschool opportunities in their communities in collaboration with providers or as a district.

Implement kindergarten readiness assessment

Partnership lead: OSPI

Strategy: Create and implement a Kindergarten Readiness Assessment Process that includes information from parents, caregivers and early learning professionals, the history of early learning, and addresses multiple domains of early learning and development.

Why it matters: Until the Washington Kindergarten Inventory of Developing Skills (WaKIDS), Washington had no statewide, consistent assessment process for children entering kindergarten, although many school districts and schools use various tools and processes. WaKIDS is a statewide, culturally competent, and developmentally appropriate kindergarten readiness process that includes parents, kindergarten teachers and early learning professionals as partners in a child's education.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none"> Requested legislation to support the use of school days for the Family Connection conferences; SSHB 1723 provides three days at the beginning of the school year. Received \$670,000 in private funding from the Bill & Melinda Gates Foundation to provide noncompetitive and competitive implementation grants for all school districts Trained 1,318 teachers, through the regional training and technical assistance support network Supported almost 900 teachers to earn their inter-rater reliability certification to increase the quality and consistency of the WaKIDS assessment data. Provided assessment data on over 21,000 students on the OSPI Washington State Report Card. Convened groups of early learning providers, kindergarten teachers, and early learning coalition members to share results of the 2012 data. 	<ul style="list-style-type: none"> Engage parents in feedback about their school experiences during the kindergarten year Continue to advocate for state implementation grant funding, per RCW 28A.655.080 Provide additional training on using the WaKIDS assessment with English Language Learners Increase the capacity of the system to collect high quality and consistent data by increasing the number of teachers with their inter-rater reliability certification Work with districts on using data to inform instruction, provide feedback to parents, and inform conversations with early learning

Continue implementation of phased-in full-day kindergarten

Partnership lead: OSPI

Strategy: Continue the phase-in of state-funded full-day kindergarten as part of basic education.

Why it matters: Full-day kindergarten is shown to give young children—especially those living in poverty—the time to learn the foundational skills and knowledge important to future school success.

What we did in 2013	Our actions for 2014
<ul style="list-style-type: none"> Legislature increased funding for state-funded full-day kindergarten beginning in the 2013-14 school year from 22% of kindergarten children to 43.75%, with the highest poverty schools receiving priority consideration. Conducted a "Full-day Kindergarten Summit" in August with approximately 300 kindergarten teachers, school principals, and district office staff. Secured funding from the Bill and Melinda Gates Foundation to create a statewide full-day kindergarten professional development initiative. Will collaborate with national and state FDK leaders and experts 	<ul style="list-style-type: none"> Expand statewide FDK professional development using instructional material and recommendations of the professional development initiative funded by the Gates Foundation through full-day institute. Share information with school board members, superintendents, and legislators on the educational and other benefits of full-day kindergarten. Meet with early learning educator preparation programs to explore the educational requirements of state-funded full-day Kindergarten and how their graduates can be prepared to succeed in FDK classrooms.

Build statewide infrastructure for partnerships and mobilization

Partnership lead: DEL and Thrive

Strategy: Build infrastructure to strengthen partnerships, build capacity, broaden reach, and focus local early learning mobilization efforts.

Why it matters: To realize implementation of the Early Learning Plan's strategies for building a comprehensive early learning system, we must increase the connections across state and regional levels and across disciplines, create more and better ways to share information, and ensure that the early learning system is meeting the needs of children and families.

What we did in 2013	Our actions for 2014
<p>Completed the State-Local Coordination Project, resulting in a final report, including a set of 11 recommendations and implementation plan.</p> <p>Began implementation of the State to Local Coordination Project recommendations, including:</p> <ul style="list-style-type: none"> • Convened an ELAC Transition Committee to develop ELAC's Guiding Documents for clarifying roles and responsibilities of ELAC members and Regional Advisors and outlining specific roles and functions for the Council. • Invited 10 Regional Advisors (one representative from each of WA's 10 regional early learning coalitions) to participate in regular ELAC meetings and activities. • Held an ELAC transition retreat with newly appointed ELAC members and Regional Advisors for the purpose of orienting the Council to the strengthened roles and processes outlined in the new ELAC Guiding Documents. <p>Invited additional state agencies (DOH and DSHS) to participate in the Washington Early Learning Partnership.</p> <p>Supported 10 regional early learning coalitions as they continued to make significant progress in developing local infrastructure and capacity for coordinating and implementing early learning system strategies.</p> <p>Convened the first joint statewide meeting of regional early learning coalitions and infant/toddler regions to engage in dialogue related to future coordination efforts.</p>	<ul style="list-style-type: none"> • Continue implementing key recommendations from the State and Local Coordination Project final report, including: <ul style="list-style-type: none"> • Create a joint 2014 ELAC work plan with ELAC and Regional Advisors • Implement ELAC's Guiding Documents in ELAC meetings • Develop tools/training for implementing a Stakeholder Engagement Framework • Begin the process of developing statewide performance measures • Partner with Regional Early Learning Coalitions in raising public awareness for early learning and creating shared messaging across early learning efforts • Develop and implement a process for engaging ELAC and the Regional Coalitions in providing input to the development of the Partnership 2015 priorities • Implement training and ongoing dialogue with ELAC regarding implementation of Washington's Racial Equity Theory of Change. • Continue to support 10 regional early learning coalitions in developing infrastructure and capacity through the Community Momentum strategy. • Continue integration of the Regional Early Learning Coalitions and Infant/Toddler Regions.

Strengthen public awareness and commitment

Partnership lead: Thrive and DEL

Strategy: Expand public awareness campaigns to deepen the understanding, action and support of local leaders and public to make children a priority.

Why it matters: Successful early learning public awareness campaigns involve multiple leaders and “unusual suspects.” Now is the time to start building public demand for high-quality early learning programs and to sustain funding for key programs including Early Achievers and home visiting beyond current federal grants.

Our actions for 2014

- Launch Early Achievers campaign to boost family awareness of quality,
- Hold series of roundtables with key business leaders around the state to engage them in the early learning discussion.

Expand P-20 longitudinal data system

Partnership lead: OSPI and DEL

Strategy: Continue development of seamless P-20 (preschool through higher education) longitudinal data system that includes information about formal early learning education services and programs that children receive before they enter the k-12 education system.

Why it matters: Recording and compiling data on the results of early learning services and programs before children enter kindergarten will enable Washington to identify ways to improve instruction, and assess how specific early learning programs and approaches are doing in addressing the preparation gap and preparing children for success in kindergarten.

What we did in 2013

- Shared the fall 2012 WaKIDS results with legislators, K-12 educators, early learning providers, parents, and others. Results are available on the OSPI website at the state, ESD, district, and school-levels.
- Uploaded multiple early learning databases to the state’s P-20 Data System at the Education Research and Data Center (ERDC). These databases include kindergarten and ECEAP TS GOLD data, Early Support for Infant and Toddlers, child care subsidies, and provider information.
- ERDC, in collaboration with DEL and OSPI, conducted pilot to link limited number of children in ECEAP through the 3rd grade.

Our actions for 2014

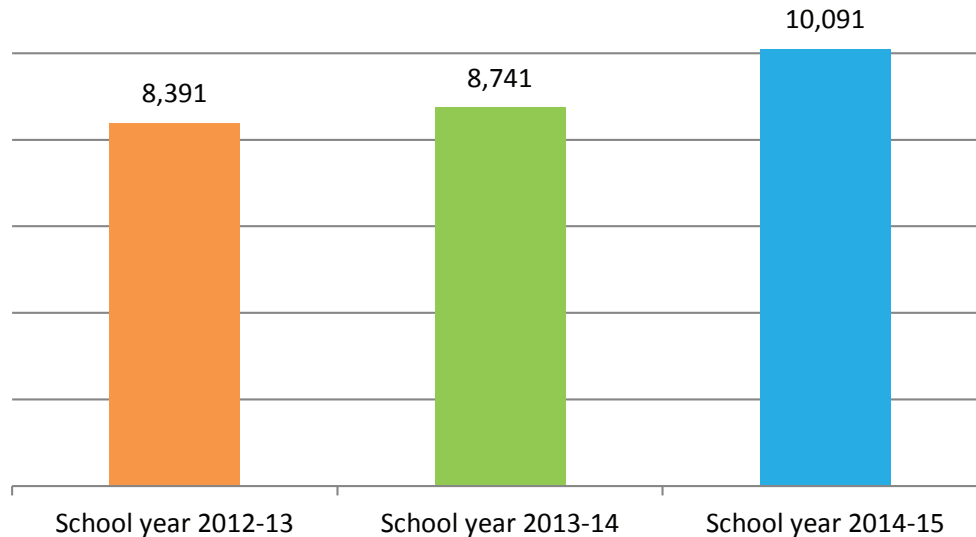
- Continue efforts to share kindergarten WaKIDS data with stakeholders, including exploring developing feedback reports to early learning providers. Take additional steps to increase use of WaKIDS data in informing instruction and school district/state policies.
- In collaboration with the ERDC, continue efforts to link children who participated in state-funded early learning programs with their K-12 education experiences, with a focus on identifying kindergartners who had formerly participated in ECEAP. Clarify restrictions on the sharing of data between the two systems.

Moving the Needle

The Washington State Early Learning Plan was published in September 2010. Following are some key data to show progress to date.

Early Childhood Education and Assistance Program (ECEAP) expansion (program becomes a statutory entitlement for all eligible children in school year 2018-19*)

Enrollment slots by school year



*An estimated 22,807 enrollment slots will be needed upon entitlement (Source: [ECEAP caseload forecast, December 2013](#))

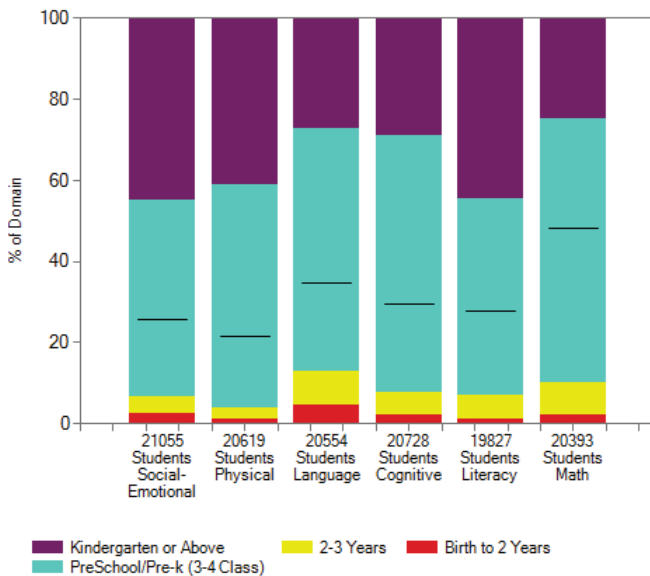
Early Achievers participation

Early Achievers: Levels 2 to 5			
As of Nov. 30, 2013	Registered in EA	2013 year-end targets	2013 year-end progress
Total # of programs	1,885	2,227	85%
Head Start and ECEAP sites	181	388	47%
Licensed child care programs	1,704	1,839	93%
<i>Family home child care</i>	982	1,291	76%
<i>Child care centers</i>	722	548	132%
Total children served by EA	58,594	53,324	110%
Head Start sites and ECEAP sites	11,189	13,640	82%
Licensed child care programs	47,405	39,684	119%
<i>Family home child care</i>	6,774	8,282	82%
<i>Child care centers</i>	40,631	31,403	129%

Washington Kindergarten Inventory of Developing Skills (WaKIDS)

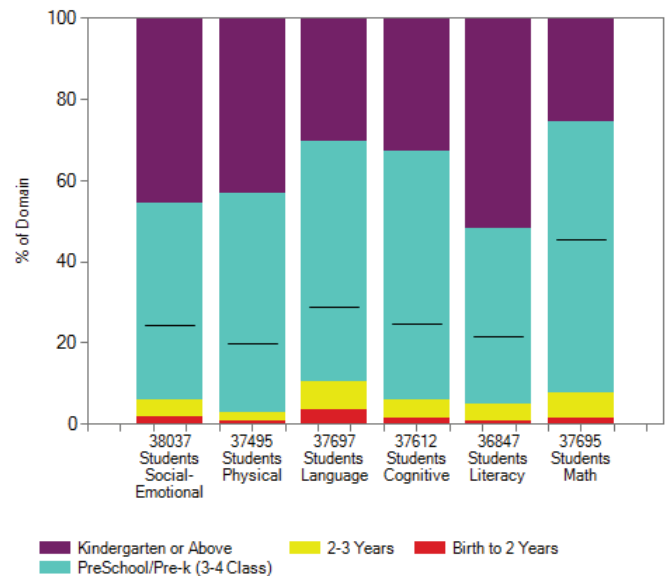
Fall 2012

Percent of Entering Kindergartner by Range of Demonstrated Skills



Fall 2013

Percent of Entering Kindergartner by Range of Demonstrated Skills



* Students above the black line demonstrate characteristics of entering kindergartners

Source: [OSPI, Washington State Report Card](#)

Percent of students who meet or exceed third-grade reading and math standards, disaggregated by race, ethnicity, income

Ethnicity/income	2011-12		2012-13	
	Reading	Math	Reading	Math
All	68.8%	65.3%	73.1%	65.3%
Low-income	56.6%	53%	61.4%	52.2%
American Indian	52.1%	44.2%	52.8%	42.5%
Asian	78.6 %	81.5 %	83.1%	80.2%
Pacific Islander	53.3%	50%	62.9%	50.4%
Asian/Pacific Islander	76%	77.6%	80.7%	76.8%
Black	54.9 %	48%	59.1 %	46.7%
Hispanic	52.1%	48.7 %	57.2%	48.4 %
White	75%	71.3%	79.4%	72%

Source: [OSPI, Washington State Report Card](#)